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An Educational System for the Seventies, (ES-70) is a research and demonstration program involved with the development of an improved secondary school curriculum. The ES-70 program is designed to provide individualized, relevant, and economically feasible education for each student. The 19 participating local school districts, in cooperation with their respective State education departments, the U.S. Office of Education, and other interested organizations, are currently engaged in (1) staff development, (2) instructional management and career guidance, (3) school management, and (4) program evaluation. After examining the results of these research and demonstration activities and analyzing the experiences of the school districts involved, the ES-70 network will disseminate the findings for use by other educational systems across the nation. A related document is EA 002 514. (Author/JH)

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– ES '70 –

ES '70 is a cooperative local-state-federal program for the development of a new comprehensive secondary school curriculum and organization which will provide an individualized education for each student, highly relevant to his experience and his aspirations and to the adult roles which he will play, and economically practical within available public resources.

Participating in the ES '70 program are representative local school districts across the United States, their respective State education departments, a number of universities, foundations, private non-profit and profit making organizations, and the U.S. Office of Education and other federal agencies. The experience developed under this program will be available to all school systems.

The following pages review the background, the objectives and the present status of the ES '70 program. This document was prepared from material developed in the course of the ES '70 program since its inception in May, 1967. It represents contributions by members of the ES '70 network, by curriculum advisors, and by participants in the various conferences held in connection with the ES '70 program during the past two years. This document was prepared in its present form by the E. F. Shelley and Company, Inc. under the supervision of the ES '70 Board of Directors.

EA 002 515

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN

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SYSTEM

FOR

THE

SEVENTIES

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AN EDUCATIONAL SYSTEM FOR THE SEVENTIES

At a time when many of the established institutions of the nation have been challenged to change or give way, it has not been surprising to find many school districts engaging in critical assessment of their operations. They have been looking for or instituting those changes they believe will make their schools more successful and effective.

During the last several years, the great ferment in American education has yielded a rich array of innovative practices, each designed to deal with one or another aspect of the numerous crises besetting our schools. In almost every case the ultimate objective has been to improve the learning situation for the individual youngster so that his school experience will be effective, relevant to his needs and aspirations, and will make him a useful functioning adult able to cope with, contribute to and benefit from a fast changing society.

To this end, research and demonstration projects in education have been carried out at every level of the educational enterprise, public and private, in varying degrees of complexity and size.

What has now emerged that is unique, is the inception of a concerted local-state-federal effort to accomplish a major and specific goal: the systematic development of an improved comprehensive secondary school curriculum and organization that is relevant, individualized and economically feasible.

The program is called ES '70 — An Educational System for the Seventies.

The challenge is to overcome the growing disparity between traditional curricular offerings and education processes, on the one hand, and the current educational needs of large segments of the American population, on the other.

The task before the groups and agencies involved in the ES '70 project, therefore, is to develop for the schools a relevant curriculum for the modern American youth that is keyed to his needs, his aspirations and to the adult roles which he may play. The desired educational program should afford each student a variety of options for his future — a job, further vocational training, college entry, or a combined work-study program. It should prepare him to cope more effectively with man-made environments. While grappling with the outer world, he must derive an inner feeling of satisfaction and control over his own destiny.

The task is also to redesign or modify and test the organization of the educational process and the educational system so that it is possible to implement this curriculum most effectively for the individual student, and most economically for the society.

Modifying the educational process has long been stymied by the difficulties of dealing systematically with the numerous interacting factors involved in the educational process. The availability of new practical technological aids and the sophisticated development of the new tools of systems analysis and systems management, have now made it possible to transform the educational process in a systematic and logical fashion so that every educator's dream of doing a good job for every child becomes practical and within reach.

It is within the context of a systems approach that the complex ES '70 program is being undertaken.

ES '70 is a research and demonstration program. Participants at each level are engaged in specific activities that are directly related to the total design of the program.

The heart of the program is the creation of a new curriculum. What should it be? How can it be formulated? What must we do about organizing and managing schools to make it possible for teachers to teach and students to learn in ways that are better than heretofore? What should this new individualized curriculum make possible?

The curriculum is being developed from educational objectives stated in specific performance terms. Individual instructional programs are to be based on realistic measures of student capability and progress. Instructional strategies will emphasize individualized learning and counseling. Appropriate staff organization and technological aids will be employed to enhance the effectiveness of teaching personnel.

In order to formulate the curriculum models which will achieve this overall objective, the research effort is patterned to establish performance objectives for selected activities, design the courses of studies, select media and materials and develop instructional teaching strategies. This effort will result in the development of new "learning modules" – specific instructional units prepared in printed, audio-visual, programmed, computer-based, or other form. Each "module" will be tested and validated within a school setting and then made available to other schools for local adaptation. The flexibility afforded by a variety of learning modules means that teachers will be able to adapt not only subject matter but the learning method itself to each student's requirements. Sight, sound and the printed word – the student will be able to use whatever approach is best suited to his individual style.

Participating in the ES '70 program are representative local school districts across the United States, their respective state education departments, and universities, foundations, private non-profit institutions, business and labor organizations, the U. S. Office of Education and other federal agencies.

The cooperating school systems represent old, new, small and large communities; national geographic distribution; cultural mixes; and varying levels of financial support from the poorest to the very wealthy. The combined student population of the 19 participating districts approximates 1.3 million students. 37% of the youngsters in these schools are from families with annual incomes below $5000.

While the individual districts are designing and validating the learning modules in real school settings, they have behind them the resource and advice of their state education departments. A rich variety of supporting research and development activities relevant to the goals of ES '70 are being conducted by universities, by professional organizations, by other cooperating state and federal agencies.

The crucial question of how to change the curriculum and the school

organization while at the same time fulfilling current daily obligations to students under present organizational structures is being studied as part of the research and demonstration program. Models for the process of orderly transition can be expected to emerge from these studies. Presently underway are projects on instructional management and career guidance, school organization and management, accreditation, and the development of instruments for measurement and evaluation.

Staff development within the local districts and on a national scale is an essential component of the ES'70 program design. The local districts, many of them in cooperation with nearby universities, are being engaged in sponsoring seminars and in-service training programs. In addition there are special institutes to which ES'70 faculty from all parts of the nation comes to exchange experiences and ideas. Universities have instituted appropriate courses to familiarize student teachers with the goals and strategies of the educational philosophy embraced by the ES'70 program.

Within the participating states and local school districts, the responsible officials have been developing among board members, administrators, staff, parents, students and members of the community, an understanding of the objectives of the ES'70 program and the nature of the district's involvement with it. Engaging each group appropriately in planning and implementing the ES'70 program is one of their major tasks.

As program and research results are communicated back and forth through the operation of a carefully designed information and feedback system, it will be possible to revise, refine and modify what has been done. Thus, each participant will benefit from the experience of the others.

What will emerge?

—A school for the seventies.

—A learning environment of unprecedented richness and variety will be provided by various audio-visual aids, self-study systems, programmed instruction, educational television, computer-assisted instruction, single concept films, and communication linked study centers. New technological advances will be employed to free teachers from chores that are not an essential part of the inter-personal teaching process; both the teacher and the career guidance specialist will have increased time to devote to individual student needs. Information banks will contain up-to-the-minute materials in each field and curricular material in many forms for individual use by students. The student will be reinforced in his progress by minimizing failure, by building on his individual style, by involving him in the design of his study program and insuring steady gains in his achievement by selecting that course and those materials most suited to his needs each step of the way.

—An educational center where each student progresses at his own pace, with a teacher free to devote his attention to each individual as he needs it, and a curriculum relevant to the student's life.

If someone were to ask how the ES'70 system differs from what has existed in the past, the answer would be that it is different in kind but not in philosophy – it represents an effort to fuse the best of modern technology with

the best educational principles evolved in this nation over the past two centuries. If there is any shift in attitude, it stems from a hardheaded awareness of the implications of the rapidity of change in our time. There must be less emphasis on ***what*** the student learns – and much more on the ***process of learning***. The process of arriving at answers is more important than the storing of answers. Tomorrow will not listen to today's answers.

In addition, increased attention will be given to providing a relevant and enriched education to young people who are not candidates for college. This can be the case for as high as 80% of the total school population in some communities. ES'70 has set itself the task of providing these boys and girls with an education that prepares them for an open-ended future. They will be taught skills which will enable them to get responsible jobs after graduation – but they will be taught in such a way that this represents the beginning, not the end, of their alternatives. Some students who discover that they are potential college candidates will already be on the right path because their individual abilities were determining their courses of study. Others will have gained the basic knowledge that is needed to start at one level in an occupational field and, with further study, will move up the ladder to more demanding positions. This kind of education, based on the idea of a broad constellation of related occupations, is vitally important to ES'70 because it meets the challenge of change. It permits a student trained for one responsibility to adapt himself to new responsibilities during the course of his life.

The swiftness of change, not only in science and technology but in the trades, businesses and professions as well, is recognized by educators. They are no longer willing to let ten years or five years or even two years elapse between the time that a more advantageous approach to teaching is found and the time that it is utilized in the public school system. They know that if we wait too long, any corrections we make may come too late to affect the ultimate outcome, a fact that jet pilots know very well. For if two supersonic jets discover that they are on a collision course while still a mile apart, it is already too late. Nothing they can do will avert a crash; they are moving too quickly and the planes respond too slowly.

American educators, who want to avoid future social collisions, are looking for changes that can be made today while there is still time. They are gripped by an understandable sense of urgency. There is nothing abstract about the future, as far as teachers are concerned. Every time they walk into a classroom and face the boys and girls before them, they are looking at tomorrow. Just as these young people are growing, and growing means changing, so the country is growing and changing. The important thing is to help tomorrow change for the better.

In the United States the future is forged in the public school classroom. ES'70 is a plan for forging a better future. By assuring every young person of an education that is uniquely his own, and one that will equip him to deal with the world on his own terms, ES'70 sets a new standard for educational excellence.

THE ELEMENTS OF THE ES'70 PROGRAM

ES'70 is a research and demonstration program, representing a broad scope of activity that cuts across every aspect of education.

It involves the development of an improved secondary school curriculum designed to present individual school districts with a wide variety of alternatives in providing their own secondary school students with an individualized and relevant secondary education at a feasible cost.

Four main categories of activity comprise the substance of the current effort:

A. Staff Development
   1. Professional Pre-service
   2. Professional In-service
   3. Non-educational Professional Utilization
   4. Sub-professionals

B. Instructional Management and Career Guidance
   1. Educational Objectives
   2. Cluster Arrangements of Vocational Careers
   3. Curriculum Development
   4. Instructional Material
   5. Instructional and Learning Media
   6. Modular Scheduling
   7 Individualized Instruction
   8. Guidance Progress and Procedures
   9. Reduction of Failures

C. School Management
   1. Staff Utilization
   2. Information Handling
   3. Increased Efficiency in Communication
   4. Simulated Decision-Making in On-line Situations
   5. Scheduling Progress, and Accounting for Pupils
   6. Budgeting Fiscal Accounting, Personnel Records
   7. Modification of Existing Plant
   8. New Structures

D. Evaluation
   1. Student Assessment
   2. School Accreditation
   3. Use of Data Processing in Evaluation
   4. Student Certification
   5. General Evaluation of Educational Progress

After examining the results of these current research and demonstration activities and analyzing the experiences of the local school districts involved, the ES'70 network will diffuse the findings for use by other educational systems across the nation.

HOW THE NETWORK IS ORGANIZED

ARTICLES OF INCORPORATION OF ES '70

To: The Recorder of Deeds, D. C.
Washington, D.C.

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Nonprofit Corporation Act.

FIRST: The name of the corporation is ES'70.
SECOND: The period of duration is perpetual.
THIRD: The purposes for which the corporation is organized are as follows:

For any lawful purpose or purposes, including, without limitation:

Engaging in the field of education in all its phases, and further including, without limitation, rendering advisory and related services of all kinds to educational institutions or systems and organizations directly or indirectly involved in the managing or directing of any educational institution or system, and further including, without limitation, devising, formulating and conducting research, studies, surveys, tests and curricula; creating, installing and utilizing systems, methods, controls, layouts, plans and curricula; assembling and supplying personnel and staff, all as required or expedient to a solution of problems of educational institutions or systems or to an improvement in function and/or curricula or to an increase in efficiency of such institutions or systems.

Engaging in the preparation of programs for computers or other electronic data processing machines or systems, processing data, preparing and/or maintaining statistical records, performing electronic and other machine work and advising others as to the use of electronic and other machinery, devising and/or executing data processing systems, conducting operational surveys and making reports thereon, and carrying on research work in connection with all of the foregoing activities.

Making, entering into, performing and carrying out contracts of every kind and description with any person, firm, association, corporation or government or agency or instrumentality thereof.

Engaging in any other activities necessary, proper or convenient in furtherance of the above purposes.

Engaging in the exercise of any and all of the powers conferred by the laws of the District of Columbia upon corporations formed under the District of Columbia Nonprofit Corporation Act.

The foregoing provisions of this Article THIRD shall be construed both as purposes and powers and each as an independent purpose and power. The foregoing enumeration of specific purposes and powers shall not be held to limit or restrict in any manner the purposes and powers of the corporation, and the

purposes and powers herein specified shall be in no wise limited or restricted by reference to, or inference from, the terms of any provision of this or any other Article of these Articles of Incorporation; provided, that the corporation shall not conduct any business, promote any purpose, or exercise any power or privilege within or without the District of Columbia which, under the laws thereof, the corporation may not lawfully conduct, promote or exercise.

FOURTH: The corporation shall have two classes of members. The designation of each class of members and the rights of the members of each class are as follows:

There shall be Voting Members and Non-voting Members. The Voting Members shall have the right to vote in the election of directors and in all other matters as to which members with voting power are entitled to vote under the District of Columbia Nonprofit Corporation Act, and the Non-voting Members shall have no right to vote whatsoever. In all other respects, the rights of Voting and Non-voting Members shall be the same. The manner of electing members of any class shall be provided in the by-laws of the corporation.

FIFTH: The manner of election or appointment of the directors of the corporation shall be as provided in the by-laws.

SIXTH: The address, including street and number, of the corporation's initial registered office is 1701 Pennsylvania Avenue, N.W., Washington, D. C. 20006, and the name of the corporation's initial registered agent at such address is The Prentice-Hall Corporation System, Inc.

SEVENTH: The number of directors constituting the initial board of directors is eight, and the names and addresses including street and number, of the persons who are to serve as the initial directors until the first annual meeting or until their successors be elected and qualified are:

(Names subject to change)

BY-LAWS OF ES '70

ES '70 is a not-for-profit corporation incorporated under the laws of the District of Columbia.

ARTICLE I

MEMBERS

1. ***Original Members.*** The original members of the corporation, all of whom shall be Voting Members, are as follows: (Eighteen Superintendents of Schools and two Chief State School Officers by name).

2. ***Election of Members.*** The Board of Directors may elect to membership such persons as it deems desirable and qualified and shall designate, at the time of election, the class of membership.

3. ***Termination of Membership.*** Any member shall have the right to resign at any time by giving 30 days' written notice to the corporation. The Board of Directors shall have the right to terminate any membership in the corporation after consultation with the affected member.

4. ***Certificate of Membership.*** The Secretary shall issue to each member of the corporation a certificate of membership duly authenticated by any two officers and the Secretary shall enter the name of every member upon a membership roll which shall be maintained by the Secretary. Certificates of membership shall be non-negotiable and non-transferable.

5. ***Meeting of Members.***

(a) ***Place of Meeting.*** Meetings of members may be held at such place within or without the District of Columbia as may be provided in the notice of meeting.

(b) ***Annual Meeting.*** The annual meeting of members shall be held in the month of July, on such date as shall be fixed by the Board of Directors of the corporation, at 10 A.M.

(c) ***Special Meetings.*** Special meetings of members shall be held on the dates and at the times provided from time to time in the notice of meeting. Special meetings of members may be called by the Board of Directors and shall be called upon the written request of at least 33-1/3% of the Voting Members of the corporation.

(d) ***Notice.*** Written or printed notice stating the place, day and hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called shall be delivered not less than 5 nor more than 50 days before the date of the meeting either personally or by mail to each Voting

Member entitled to vote at such meeting.

(e) ***Quorum.*** The presence in person or by proxy of at least a majority of the Voting Members shall constitute a quorum for the transaction of any business of any meeting of members. If there be no quorum, the members present in person or by proxy may by a majority vote adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum is obtained.

(f) ***Conduct of Meetings.*** Meetings of members shall be presided over by the President and in his absence by a chairman chosen at the meeting. The Secretary of the corporation and in his absence, an assistant secretary, and if both are absent, a person chosen at the meeting, shall act as secretary of the meeting.

6. ***Voting by Mail.*** Voting on all matters, including the election of directors, may be conducted by mail.

ARTICLE II

DIRECTORS

1. ***Functions.*** The affairs of the corporation shall be managed by the Board of Directors of the corporation.

2. ***Number of Directors.*** The Board of Directors shall consist of eight persons, two of whom shall be Chief State School Officers.

3. ***Election of Directors.*** The directors of the corporation shall be elected by the Voting Members at the annual meeting of members or by a vote conducted by mail.

4. ***Term.*** The Board of Directors named in the Articles of Incorporation shall hold office until the first annual meeting of members and until their successors have been elected and qualified. Thereafter, directors who are elected by mail or at an annual meeting of members, and directors who are elected in the interim to fill vacancies and newly created directorships, shall hold office until the next annual meeting of members and until their successors have been elected and qualified. In the interim between annual meetings of members or of special meetings of members called for the election of directors, newly created directorships and any vacancies in the Board of Directors, including vacancies resulting from the removal of directors for cause or without cause, may be filled by the vote of the remaining directors then in office, although less than a quorum exists.

5. ***Meetings of Directors.***

(a) ***Place of Meeting.*** Meetings of directors may be held at such place within or without the District of Columbia as may be provided in the notice of

meeting.

(b) ***Time of Meetings.*** Meetings of the Board of Directors shall be held on the dates and at the times fixed from time to time by the Board of Directors.

(c) ***Notice.*** Written, oral, or any other mode of notice of the time and place shall be given for special meetings not less than 3 nor more than 50 days before the date of the meeting. The notice of meeting need not specify the purpose of the meeting.

(d) ***Quorum and Action.*** A majority of the number of directors fixed from time to time by these by-laws shall constitute a quorum except when a vacancy or vacancies prevents such majority, whereupon a majority of the directors in office shall constitute a quorum. A majority of the directors present, whether or not a quorum is present, may adjourn a meeting from time to time, without notice other than announcement at the meeting, until a quorum is obtained.

(e) ***Conduct of Meetings.*** Meetings of directors shall be presided over by the President and in his absence by a chairman chosen at the meeting. The Secretary of the corporation and in his absence, an assistant secretary, and if both are absent, a person chosen at the meeting, shall act as secretary of the meeting.

6. ***Committees.*** The Board of Directors may, by resolution adopted by a majority of the directors in office, designate and appoint one or more committees, which shall have and may exercise the authority of the Board of Directors in the management of the affairs of the corporation as and to the extent provided in the resolution of the Board designating and appointing such committee; each such committee shall consist of two or more of the directors of the corporation. In addition, other committees, not having and exercising the authority of the Board of Directors in the management of the corporation, may be designated and appointed by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present.

ARTICLE III

OFFICERS

1. ***Offices.*** The directors shall elect a President, a Secretary, and a Treasurer, and may elect a Chairman of the Board of Directors, a Vice-Chairman thereof, and one or more Vice-Presidents, Assistant Secretaries, and Assistant Treasurers, and may elect or appoint such other officers and agents as are desired. Any number of offices may be held by the same person, except the offices of President and Secretary.

2. ***Term.*** The officers shall be elected by the directors as soon as practicable after the annual election of directors. Each officer shall hold office until the next annual election of officers and until his successor has been elected

and qualified. Vacancies may be filled by the Board of Directors at any time.

3. ***Powers and Duties.*** Officers shall have the powers and duties normally appertaining to their offices and such other powers and duties as may from time to time be assigned to them by the Board of Directors.

ARTICLE IV

CORPORATE SEAL

The corporate seal shall be in such form as the Board of Directors shall prescribe.

ARTICLE V

AMENDMENTS

The by-laws of the corporation may be made, and shall be subject to alteration and repeal, by the Voting Members of the corporation, at any annual or special meeting, and by the Board of Directors at any regular or special meeting.

ARTICLE VI

INDEMNIFICATION

(a) The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation) by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

(b) The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a

judgment in its favor by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him in connection with the defense or settlement of such action or suit if he acted in good fatih and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for misconduct in the performance of his duty to the corporation.

(c) To the extent that a director, officer, employee or agent of the corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in subsections (a) and (b), or in defense of any claim, issue or matter therein, he shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him in connection therewith.

(d) Any indemnification under subsections (a) and (b) (unless ordered by a court) shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in subsections (a) and (b). Such determination shall be made (1) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (2) if such quorum is not obtainable, or, even if obtainable a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, or (3) by the Voting Members.

(e) Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the manner provided in subsection (d) upon receipt of an undertaking by or on behalf of the director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this section.

(f) The indemnification provided by this section shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by-law, agreement, vote of Voting Members or disinterested directors or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

ES '70 PRIMARY NETWORK

Atlanta, Georgia

Baltimore, Maryland

Bloomfield Hills, Michigan

Boulder, Colorado

Breathitt County, Kentucky

Broward County (Nova), Florida

Chicago (Archdiocese of), Illinois

Duluth, Minnesota

Houston, Texas

Mamaroneck, New York

Mineola, New York

Monroe, Michigan

Philadelphia, Pennsylvania

Portland, Oregon

Quincy, Massachusetts

San Antonio, Texas

San Mateo, California

Santa Fe (Institute of American Indian Arts), New Mexico

Willingboro, New Jersey

WHAT IS ES '70?

In May 1967 the ES '70 network was formed to devise and execute a program for the development of a new comprehensive secondary school curriculum and organization

——providing an individualized education for each student

——highly relevant to the adult roles which he will play

——economically practical within available public resources

——based on behavioral and related sciences

——employing suitable systems of school organization

——utilizing appropriate educationally oriented technology

——locally planned and directed

——state supervised, nationally coordinated

——financed by federal, state and local funds

——designed for ultimate availability to all school systems.